



SOUTH ELEMENTARY

900 Patriot Street
Dillon, SC 29536

Grades	PK-3 Elementary School	
Enrollment	302 Students	
Principal	Jayne C. Lee	843-774-1210
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Average
2009	Average	At-Risk
2008	Good	Good
2007	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

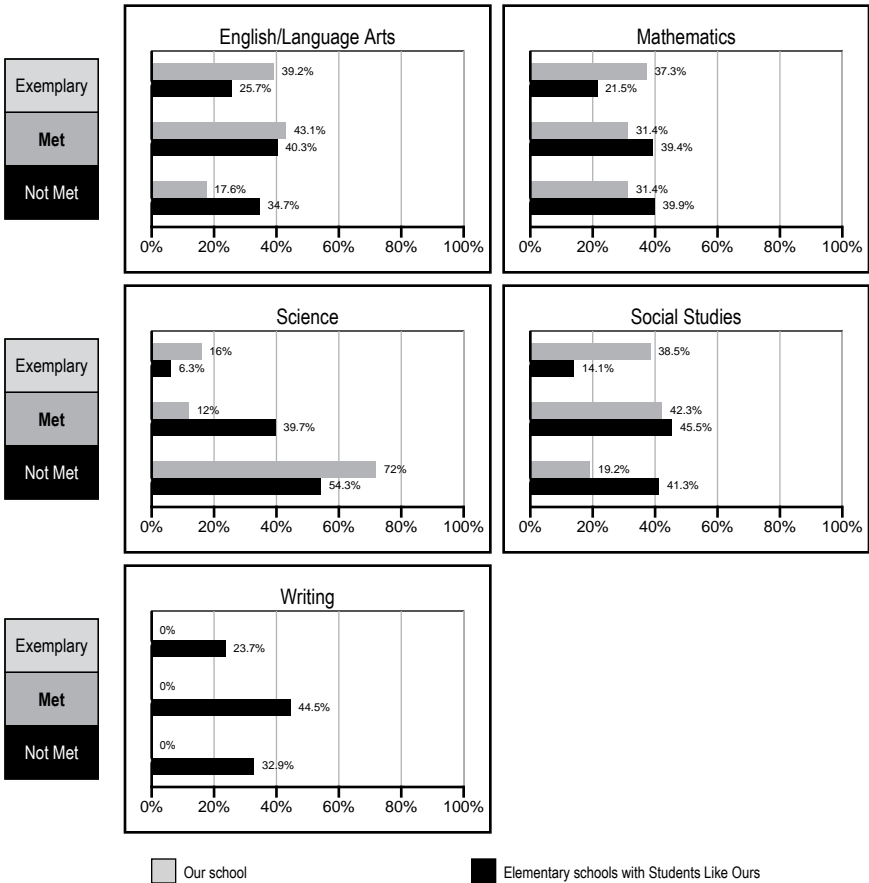
Percent of students tested in 2010-11 whose 2009-10 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	65	44	19

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=302)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	7.2%	Down from 11.8%	1.5%	1.1%
Attendance rate	97.0%	Up from 96.5%	96.0%	96.2%
Served by gifted and talented program	3.5%	Down from 5.8%	5.1%	13.4%
With disabilities other than speech	1.5%	Down from 7.1%	4.4%	4.1%
Older than usual for grade	5.0%	Up from 4.3%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	61.1%	Up from 60.0%	61.7%	62.5%
Continuing contract teachers	94.4%	Up from 88.0%	81.8%	88.2%
Teachers returning from previous year	88.1%	Down from 93.7%	84.4%	87.8%
Teacher attendance rate	96.3%	Up from 95.1%	95.2%	95.2%
Average teacher salary*	\$43,283	Down 0.5%	\$45,155	\$46,773
Professional development days/teacher	11.2 days	Down from 12.3 days	10.8 days	10.5 days
School				
Principal's years at school	1.0	Down from 5.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.1 to 1	17.5 to 1	19.9 to 1
Prime instructional time	92.8%	Up from 90.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,850	Down 6.6%	\$8,733	\$7,447
Percent of expenditures for instruction**	65.4%	Down from 69.1%	67.3%	68.4%
Percent of expenditures for teacher salaries**	60.6%	Down from 61.5%	63.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

South Elementary School serves students in grades pre-kindergarten through third grade. The school is a Title I Schoolwide Project site due to the high number of students on free and reduced lunch status. Ninety-five to ninety-nine percent of the students fall into this category each year. The student population averages 85% African-American, 10% White and 5% other.

The South Carolina Academic Standards are used as the basis for all instructional activities. Teachers meet weekly to plan standards based lessons to help prepare the students for the next grade level and for the Palmetto Assessment of State Standards Test (PASS) that is administered to all third grade students in May. During the 2010-2011 school year, parents were invited to attend kindergarten orientation programs, Parent Day conferences, P.T.O. Open Houses, Authors' Tea Programs, PASS Parent Nights, American Education Week activities, and academic conferences. Home/school relations were enhanced by way of quarterly school newsletters, weekly classroom newsletters, and teacher calls/notes. Students were recognized weekly for displaying positive character traits through the school's Kids with Character Program. Students also received recognition during quarterly Awards Day Programs for their academic accomplishments and for having perfect attendance.

English Language Arts, math, science, and social studies served as the core curriculum in all classrooms during the past year. Supplies and materials were purchased to support goals identified in the school's Title I Project. Technology was effectively used to motivate the students. Promethean Boards were used in all classrooms and laptop computers were available for teacher check-out. Response-to-Intervention (RTI) services were rendered to kindergarten students in the areas of English Language Arts and math. Experienced interventionists worked with twenty percent (20%) of the students on a weekly basis. Efforts such as these helped lower the retention rate at South Elementary School.

Jayne C. Lee, Principal

Robin Floyd, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	56	48
Percent satisfied with learning environment	83.3%	100.0%	95.7%
Percent satisfied with social and physical environment	88.2%	98.2%	89.1%
Percent satisfied with school-home relations	70.6%	100.0%	93.8%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 11 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	56	98.2	16	44	40	94	71.8	82.4	Yes	Yes
Gender										
Male	23	100	4.5	50	45.5	100	67.1	78.7	N/A	N/A
Female	33	97	25	39.3	35.7	89.3	76.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	85	88.9	I/S	I/S
African American	46	100	16.7	40.5	42.9	92.9	67	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.6	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.7	83	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	34.9	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	63.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	55	98.2	16.3	44.9	38.8	93.9	70.1	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	56	100	31.4	31.4	37.3	76.5	76.1	81.9	No	Yes
Gender										
Male	23	100	22.7	31.8	45.5	86.4	73.5	79.9	N/A	N/A
Female	33	100	37.9	31	31	69	78.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	85.6	88.9	I/S	I/S
African American	46	100	28.6	35.7	35.7	76.2	72.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	85.1	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80	84.4	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	41.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	55	100	32	32	36	76	74.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	28	96.4	72	12	16	28	44.5	68.6
Gender								
Male	8	I/S	I/S	I/S	I/S	I/S	46	68.3
Female	20	95	82.4	11.8	5.9	17.6	42.8	68.9
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	65.8	80.7
African American	24	95.8	68.2	13.6	18.2	31.8	37	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	43.6	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	47.8	70.8
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	9.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	26.6	60.7
Socio-Economic Status								
Subsidized meals	28	96.4	72	12	16	28	41.8	57.3

Social Studies

All Students	28	96.4	19.2	42.3	38.5	80.8	45.9	72.5
Gender								
Male	15	100	14.3	42.9	42.9	85.7	45.6	72
Female	13	92.3	25	41.7	33.3	75	46.2	73.1
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	60.3	81
African American	22	95.5	20	40	40	80	39.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	66.7	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	50	73.5
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	19.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	45.8	69.7
Socio-Economic Status								
Subsidized meals	27	96.3	20	44	36	80	43.3	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	55.4	73.2	97	96
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	49.2	67.2	97.3	96
Female	N/A	N/AV	N/A	N/A	N/A	N/A	61.9	79.4	96.8	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	76.1	81.5	95.3	95.2
African American	N/A	N/AV	N/A	N/A	N/A	N/A	48.5	61.3	97.4	96.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	87	N/A	94.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	66.7	97.2	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	72.2	96.7	94
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	7.4	26	95.6	95.1
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.9
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	46.7	65.7	98.1	97.3
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	52.4	63.2	97	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	49	100	24.4	20	55.6	75.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	56	98.2	16	44	40	84
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	49	100	37.8	35.6	26.7	62.2
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	56	100	31.4	31.4	37.3	68.6
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	24	100	54.5	36.4	9.1	45.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	28	96.4	72	12	16	28
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	25	100	21.7	52.2	26.1	78.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	28	96.4	19.2	42.3	38.5	80.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	49	100	24.4	51.1	24.4	75.6
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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